## Years 5 and 6 Weekly Overview - Summer Term 6-2022

|  | $\begin{gathered} \text { wC } \\ 5 / 9 / 22 \end{gathered}$ | $\begin{gathered} \text { WC } \\ 12 / 9 / 22 \end{gathered}$ | $\begin{gathered} \text { WC } \\ 19 / 9 / 22 \\ \hline \end{gathered}$ | $\begin{gathered} \text { WC } \\ 26 / 9 / 22 \end{gathered}$ | $\begin{gathered} \text { wc } \\ 3 / 10 / 22 \end{gathered}$ | $\begin{gathered} \text { Wc } \\ 10 / 10 / 22 \end{gathered}$ | $\begin{gathered} W c \\ 17 / 10 / 22 \end{gathered}$ |
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| Events in and out of school |  | Quidditch |  |  |  |  |  |
| Writing <br> TEXT: Holes by Louis Sachar | Writing setting descriptions of Camp Green Lake | Writing a short na | ative about an event | Informal letters understanding character's feelings and motives | Drafting letters | Hot write informal letter | Consolidation |
| SPAG Yr 5/6 | Expanded noun phrases / adverbials | Relative clauses | Editing and improving | Subjunctive form | Parenthesis |  | Consolidation |
| Reading Text: Holes by Louis Sachar | Ch 1,2,3 | Ch 4,5,6 | Ch 7,8,9 | Ch 10,11,12 | Ch 13,14,15 | Ch 16,17,18 | Ch 19,20,21 |
| Geog/ History | Go through vocab for the term. | Discussing crime and punishment in Roman times. | The legacy of Roman crime and punishment how it affected current C+P practices | Anglo - Saxon crime and punishment, comparing to Roman | Tudor crime and punishment |  | Consolidation |
| Maths Y5 | Place value | Place value | Place value | Addition and subtraction | Addition and subtraction | Multiplication and division | Consolidation |
| Maths Y6 | Place value | Place value | Addition, subtraction, multiplication, division | Addition, subtraction, multiplication, division | Addition, subtraction, multiplication, division | Addition, subtraction, multiplication, division | Addition, subtraction, multiplication, division |
| Science | Understand that fossils show us information about the past | Recognise that living things produce offspring of the same kind but normally offspring vary | Understand how characteristics are inherited. | Understand Charles Darwin's theory of evolution |  | Retelling the story of the Galapagos tortoise evolution | Consolidation |
| $\begin{gathered} \text { ICT } \\ \text { Year } 5 \end{gathered}$ | E-Safety | E-Safety | E-Safety | E-Safety | E-Safety | E-Safety | Consolidation |
| $\begin{gathered} \text { ICT } \\ \text { Year } 6 \end{gathered}$ | E-Safety | E-Safety | E-Safety | E-Safety | E-Safety | E-Safety | Consolidation |
| Art/DT | Finding out who Banksy is - fact files | Creating own Graffiti name tag Drawing skills - shade and tone | Experimenting with oil pastel techniques Drawing skills - | Using oil pastels to enhance name tags | Exploring Banksy's work | Recreating Banksy's work |  |
| Music Year 5 | Livin' on a prayer - | Learning to sing the | Instruments | Improvisation | Extended improvisation | Composing | Performing |


|  | listen and appraise | song |  |  |  |  |  |
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| Music Year 6 | Happy - listen and appraise | Learning to sing the song | Instruments | Improvisation | Extended improvisation | Composing | Performing |
| P.E | Rounders / Gym | Rounders / Gym | Rounders / Gym | Rounders / Gym | Rounders / Gym | Rounders / Gym | Rounders / Gym |
| R.E | Judaism - who and where | Judaism main beliefs | Judaism Special places | Judaism special festivals | Judaism Holy book | Judaism Symbols and their meanings | Consolidation |
| PHSE/Citizenship | Diverse Britain Identities | Diverse Britain Communities | Diverse Britain Respecting the law | Diverse Britain - Local government | Diverse Britain National government | Diverse Britain Making a difference | Consolidation |
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|  | $\begin{gathered} \text { WC } \\ 30 / 11 / 22 \end{gathered}$ | $\begin{gathered} \text { WC } \\ 17 / 11 / 22 \end{gathered}$ | $\begin{gathered} \text { WC } \\ 14 / 11 / 22 \end{gathered}$ | $\begin{gathered} \text { WC } \\ 21 / 11 / 22 \end{gathered}$ | $\begin{gathered} \text { WC } \\ 28 / 11 / 22 \end{gathered}$ | $\begin{gathered} W c \\ 5 / 12 / 22 \end{gathered}$ | $\begin{gathered} \hline W c \\ 12 / 11 / 22 \end{gathered}$ |
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| Events in and out of school | Oxford courtroom/Castle Victorian experience |  |  |  |  |  |  |
| Writing TEXT: | Crime reports |  | Poetry - The Highwayman by Alfred Noyes and Charles Keeping |  | Debating - which era had the most affective crime and punishment techniques - oral arguments, drafting written persuasive arguments |  |  |
| SPAG Yr 5/6 |  |  |  |  | Modal verbs |  |  |
| Reading Text: Holes by Louis Sachar | Ch 22,23,24 | Ch 25,26,27 | Ch 28,29,30 | Ch 31,32,33 | Ch 34,35,36 | Ch 37,38,39 | Ch 40,41,42 |
| Geog/ History | Victorian crime and punishment |  | Dick Turpin and the highwaymen |  | Tracking trends in crime and punishment over time |  | Consolidation |
| Maths Y5 | Multiplication and division | Multiplication and division | Fractions A | Fractions A | Fractions A | Fractions A | Consolidation |
| Maths Y6 | Fractions A | Fractions A | Fractions B | Fractions B | Converting units | Consolidation | Consolidation |
| Science | Understand animal adaptations |  | Applying knowledge of animal adaptations | Finding the adaptations of a local animal |  | Explaining how plants have adapted to survive | Consolidation |
| $\begin{gathered} \text { ICT } \\ \text { Year } 5 \end{gathered}$ | Online safety | Online safety | Online safety | Online safety | Databases | Databases | Databases |
| ICT | Online safety | Online safety | Online safety | Spreadsheets | Spreadsheets | Spreadsheets | Spreadsheets |


| Year 6 |  |  |  |  |  |  |  |
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| Art/DT | To know the role of a police officer, and what equipment they need |  | Designing a new piece of Police equipment | Share and publish design | Christmas themed art |  |  |
| Music Year 5 | Classroom jazz 1 listen and appraise | Learning to sing the song | Instruments | Improvisation | Extended improvisation | Composing | Performing |
| Music Year 6 | Classroom jazz 2 listen and appraise | Learning to sing the song | Instruments | Improvisation | Extended improvisation | Composing | Performing |
| P.E | Cricket / yoga | Cricket / yoga | Cricket / yoga | Cricket / yoga | Cricket / yoga | Cricket / yoga | Cricket / yoga |
| R.E | The true meaning of Christmas - Explanation | The true meaning of Christmas - Love | The true meaning of Christmas - Power and vulnerability | The true meaning of Christmas - Christmas cards | The true meaning of Christmas - Carols | The true meaning of Christmas Christmas debate | Consolidation |
| PHSE/Citizenship | One world - Global citizens | One world - Global warming | One world - Energy | One world - Water | One world - Biodiversity | One world - In our hands | Consolidation |
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